



Skills Sets and Statements of Attainment

Participant's Kit

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COAG Decision

10 Feb 2006

ATTACHMENT F

ADDRESSING SKILLS SHORTAGES THROUGH A NATIONAL APPROACH TO APPRENTICESHIPS, TRAINING AND SKILLS RECOGNITION

ACTION PLAN

Note this includes only those parts of the action plan that are relevant to skill set discussions.

Issue	Agreed Outcome	Timeline		
		2006	2007	2008
The commitment to quality training				
Accelerated implementation of an outcomes-based auditing model for registered training organisations within Australia	<ul style="list-style-type: none"> ▪ Australian Quality Training Framework (AQTF) standards reviewed and amended to place a stronger focus on quality skills outcomes; ▪ An outcomes-based auditing model for registered training organisations developed to support the new standards <ul style="list-style-type: none"> ○ As part of the actions above, ensure national consistency of the application of the revised AQTF standards by States and Territories ▪ Ministerial Council for Vocational and Technical Education report back to COAG on the implementation of these recommendations 	By October 2006 Developed by October 2006	Introduced 1 July 2007 By December 2007	
A more mobile workforce to help meet skills needs				
The effective implementation of full mutual recognition of skills qualifications across Australia	<ul style="list-style-type: none"> ▪ Individuals in licensed trades have full mutual recognition of their licences in all jurisdictions and do not face duplicate assessment requirements for obtaining qualifications and licences: <ul style="list-style-type: none"> ○ in six priority trades - electricians, plumbers, motor mechanics, refrigeration and air-conditioning mechanics, carpenters and joiners and bricklayers ○ in all licensed trades 		By 30 June 2007	By 31 December 2008

Issue	Agreed Outcome	Timeline		
		2006	2007	2008
An appropriate system for recognition of overseas qualifications	<ul style="list-style-type: none"> ▪ A single, pre-migration off-shore assessment process to meet skilled migration and licensing purposes and be accepted for licensed employment throughout Australia for intending migrants from: <ul style="list-style-type: none"> ○ India; ○ the United Kingdom; ○ South Africa; ○ Sri Lanka; and ○ South Korea In: <ul style="list-style-type: none"> ○ six priority skills shortage occupations; ○ all trade occupations in these five countries, as mutual recognition is achieved. ▪ A single, pre-migration, off-shore assessment process to meet skilled migration and licensing purposes and be accepted for licensed employment throughout Australia for intending migrants from any country where there are >100 applications per year per assessing body ▪ The assessment process outlined above will be available on-shore for those seeking skills recognition in the 6 priority occupations ▪ Migrants anywhere in Australia will be able to work under short term provisional licensing in the six priority occupations pending final assessment processes 		<p>By 1 July 2007</p>	<p>By 31 December 2008</p> <p>By 31 December 2008</p>
Portability and recognition of skills and training	<ul style="list-style-type: none"> ▪ A new look nationally portable Statement of Attainment to set out consistently and clearly for employers the competencies and skills a person has achieved 	By 31 December 2006		

A more flexible and responsive training system				
Shortening the duration of apprenticeships where competencies are demonstrated	<ul style="list-style-type: none"> ▪ Apprentices to be certified as competent by a State or Territory Training Authority without the need to make a special application when they have demonstrated competence to industry standards: <ul style="list-style-type: none"> ○ through the amendment of training legislation and administrative procedures where necessary; and ○ by removing references to fixed duration from awards and legislation in all jurisdictions where such awards prevent early sign off based on competency. 	By 31 December 2006		
Allowing intermediate or specialised qualifications as well as full apprenticeships	<ul style="list-style-type: none"> ▪ Additional nationally portable qualifications are to be examined for the residential building and construction industry to enable apprentices to have skills recognised at and below the full trade qualification ▪ Where there is industry demand, national training qualifications will include identified skills clusters 	By 30 June 2006		By 31 December 2008

See www.coag.gov.au for details of these and other decisions.

National Quality Council Resolution

30 June 2006

The Council:

- (a) noted the emphasis in the High Level Review of Training Packages on the importance of qualifications and emphasises that the work on skill sets and Statements of Attainment should not weaken nor undermine this position. It should therefore be noted that skill sets are not a new qualification within the national training framework, but they are a way of publicly identifying on a Statement of Attainment, logical groupings of units of competency which meet an identified need or industry outcome.
- (b) noted the COAG requirements to include identified skills clusters within national training packages, where there is industry demand, and to develop a new look nationally portable Statement of Attainment to set out consistently and clearly for employers the competencies and skills a person has achieved.
- (c) approved the acknowledgement, where there is industry demand, of skill sets. Skill sets are defined as those single units or combinations of units which link to a licence or regulatory requirement, or defined industry need.

A Registered Training Organisation would still be able to identify a relevant combination of units to meet enterprise or individual needs. The Statement of Attainment used for this purpose may be accompanied by a testamur that sets out the skills obtained and the purpose(s) met

- (d) noted that the Training Package Development Handbook will be updated to include specific technical guidance on the identification of skill sets to meet industry demand, including advice on how to identify skill sets and that this advice will be based on text developed as part of the Skill Sets in the VET sector national project, modified as appropriate to include decisions made by the NQC
- (e) noted that AQFAB will be advised of work to date in this area, including –
 - for Statements of Attainment relating to skill sets, as identified by a National Industry Skills Council, wording that “these competencies meetneed” can be included on the Statement of Attainment
 - for Statements of Attainment relating to skill sets that meet enterprise or individual needs, a listing of the competency unit(s) be included and indicating that the Statement of Attainment may be accompanied by a testamur that sets out the skills obtained and the purpose(s) met
 - that all Statements of Attainment include the wording “A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from a nationally recognised qualification” *
 - The words “in partial completion of the following qualification” will no longer be included on a Statement of Attainment. The optional wording “these competencies form part of the xxx qualification(s)” may be included.

* This wording was clarified at the December meeting of the NQC

(NQC resolution continued)

- (f) agreed to monitor implementation of these provisions in consultation with AQFAB.
- (g) agreed to write to the National Training Statistics Committee to request revision of the appropriate file within AVETMISS to accommodate Statements of Attainment.
- (h) approved further work to be completed with funds identified in the Council's work plan to:
 - update the Training Package Development Handbook as outlined above (by 21 September 2006).
 - develop and implement a communication and professional development strategy for implementation to include States, Territories and RTOs (by 8 December 2006).
 - develop information for industry and regulatory/licensing bodies outlining the approach taken (by 8 December 2006)
- (i) requests that the NSOC and Ministerial Council –
 - consider the resource implications of these changes to recognise skill sets
 - reaffirm that the recognition of skill sets does not imply any change to the current funding arrangements which are focused on encouraging the attainment of nationally recognised qualifications, or on obtaining the pre-requisites to participate in such education and training.
- (j) noted the revised outcomes from the Skills Sets Working Party meeting of 8th May.

December 2006 NQC meeting

- (a) noted progress to date of the project.
- (b) agreed to amend NQC advice to AQFAB on statements of attainment, as agreed at the 30 June 2006 meeting, from

‘that all Statements of Attainment include the wording “A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from a nationally recognised qualification”

to

‘that all Statements of Attainment to include the wording “A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s)
- (c) agreed to provide advice to AQFAB on this amendment as part of advice in relation to the AQF Review at Item 12 of this Agenda

Text from the Training Package Developer's Handbook

Skill Sets

The section below contains suggested text for Training Packages to ensure that they make reference to skill sets so that it is easy for a user of the Package to determine whether there are any industry identified skill sets and if so, what these identified skill sets are. The text should be included at the end of the Qualifications section, after qualifications found in the package have been listed.

[Note: Where the developer considers that there are no specific skill sets which the industry wishes to recognise at a national level, insert the following two paragraphs, delete the rest of the section on skill sets, then delete this italicised text.]

This section provides information on skill sets identified for this Training Package. The developers of this Training Package consider that no skill sets need be identified by the national Industry Skills Council. The developers encourage RTOs to package units to meet the needs of specific users of the Package using the flexibility provided for in this Package.

[insert a contact/URL for the latest information on skill sets requirements – the website of the Industry Skills Council may be appropriate, then delete this text].

[Note: Where skill sets requirements for the industry or sector covered by the Training Package DO APPLY, delete the above paragraph, add in the details below, and delete this italicised text.]

This section provides information on skill sets within this Training Package, with the following important disclaimer. Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

TPDH cont.

Types of skill sets provided for in this Training Package

Developers should provide clear advice about skill sets. Skill sets can be

- a. a group of units of competency identified as **meeting a requirement set by a licensing or regulatory authority**. In this case each Skills Set should be set out as in the example below

Example Name of skill set – Marriage Celebrant

Target Group	Those wishing to gain registration as an authorised marriage celebrant by the Attorney General’s Department of the Australian Government.	
Units	CHCMCEL401A	Plan, conduct and review a marriage ceremony
Pathway	The Community Services Training Package offers a Certificate IV in Marriage Celebrancy. This unit also contributes to a number of other Community Services qualifications.	
Suggested form of words for Statement of Attainment	This competency from the Community Services Training Package (code) meets the regulatory requirement of the Attorney General’s Department competency requirements for registration as a Marriage Celebrant.	

The developer should also provide advice about other requirements that may need to be met. For instance, in many regulatory environments it is necessary to have Australian citizenship or evidence of a certain period of work experience.

- b. a group of units of competency which meet an identified need or industry outcome.

Developers should provide advice to users of the Package about logical clusters that may meet industry needs. This is similar to advice provided in the qualification packaging rules about choice of electives for particular pathways but should be specific to a skill set. An example may be worksite induction requirements. There may be a requirement in some instances for these units to be completed before starting work at a particular site. Skill sets should be set out as in the example below:

TPDH cont.

Name of skill set: Rouseabout Off Shore Oil and Gas skill set		
<i>Note: This sample skill set is not endorsed as a skill set within a Training Package currently. The detail below is provided only to illustrate how skill sets may be defined and marketed.</i>		
Target Group	Those beginning work on an Off shore oil or gas platform	
Units	RIIDOG201A	Assist with the health and safety of the working environment
	RIIDOG202A	Assist in maintaining rig safety and emergency procedures
	RIIDOG203A	Assist in establishing and maintaining effective working relationships
	RIIDOG204A	Carry out equipment and basic rig maintenance
	RIIDOG210A	Carry out deck operations
	RIIDOG211A	Handle and store cargo
Pathway	These units provide credit towards a Certificate II in Drilling	
Suggested form of words for Statement of Attainment	These competencies from the Drilling Training Package (code) meet the industry requirements for induction for Off shore oil and gas work.	
Text about the circumstances under which skill sets should be delivered rather than a particular qualification may also need to be added where appropriate.		

The Training Package Development Handbook can be downloaded from: http://www.dest.gov.au/sectors/training_skills/default.htm

Principles and Protocols

The Principles and Protocols below were developed as part of the ANTA/DEST funded WA Department of Education and Training project Skills Sets in Training Packages, in 2005 – 2006. They were developed as a result of widespread consultation with stakeholders.

They provide guidance to Training Package developers in defining and developing skill sets in Training Packages.

Principles

Principle 1:

Skill sets should be considered by Training Package developers in the same way that units of competency and qualifications are. That means consideration must be given to logical clusters that meet the needs of an industry, or sector or specific part of the industry and have value in the workplace.

Principle 2:

Target groups for all qualifications and skill sets should be clearly defined in the Training Package.

Principle 3:

The identification and development of skill sets within Training Packages should increase, rather than decrease, available skill development options for individuals and enterprises.

Protocols

Protocol 1:

Consultation and validation must be undertaken to establish the extent of industry need for the skill set, just as it is required to establish demand for units of competency and qualifications.

Protocol 2:

Consideration must be given to identifying clear relationships between skill sets or between skill sets and qualifications where this may be appropriate.

Protocol 3:

The Training Package customisation and packaging guidelines must be designed to encourage the use of proposed unit combination/s.

Protocol 4:

Identified skill sets should be noted within the Qualifications section of the Training Package. The relationship that identified skill sets may have with any of the qualifications in the Training Package should also be made clear.

Protocol 5:

Where a Training Package developer considers a skill set should be constructed consisting of units across Training Packages consideration should be given to whether units should be imported or advice provided to Registered Training Organisations.

The Principles and Protocols are now reproduced in the Training Package Development Handbook.

Sample Statements of Attainment and additional information

Attached are 4 sample Statements of Attainment

Sample 1: an individual who completed two units in a qualification. This represents the 'OLD' way in which a Statement of Attainment would appear.

Sample 2: an individual who completes a Training Package identified skill set meeting a licence or regulatory requirement

Sample 3: an individual who completes a Training Package identified skill set, meeting a defined industry need.

Sample 4: an individual who completes a cluster of units put together by the RTO and/or enterprise to meet local needs.

- Sample 4A represents the Statement of Attainment
- Sample 4B represents the sort of additional information which may be provided.

Provider No: OLD
 Provider Logo

Statement of Attainment

This is a statement that

Jane Smith

has been assessed as having fulfilled the following requirements:

HLTCC401A	Undertake complex clinical coding
HLTCC402A	Complete highly complex clinical coding

in partial completion of HLT43207 Certificate IV in Health Administration

Date: 15 March 2007

Certificate No: 12345

Director

This Statement of Attainment is recognised within the Australian Qualifications Framework.

Issued under the authority of the Victorian Qualifications Authority.



Provider No: NEW – Training Package identified skill set to meet a licence or regulatory requirement
Provider Logo

Statement of Attainment

This is a statement that

Jane Smith

has been assessed as having fulfilled the following requirements:

Marriage Celebrant Skill Set

CHCMCEL401A Plan, conduct and review a marriage ceremony

This competency from the Community Services Training Package (CHC02) meets the competency requirement of the Attorney General's Department requirements for registration as a Marriage Celebrant.

Date: **15 March 2007**

Certificate No: **12345**

Director

This Statement of Attainment is recognised within the Australian Qualifications Framework.

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or units of competency from nationally recognised qualification(s)/course(s).

Issued under the authority of the Victorian Qualifications Authority.



Provider No: NEW – Training Package identified skill set to meet a defined industry need
 Provider Logo

Statement of Attainment

This is a statement that

Jane Smith

has been assessed as having fulfilled the following requirements:

Clinical Coding Skill Set

HLTCC301A	Produce coded clinical data
HLTCC401A	Undertake complex clinical coding
HLTCC402A	Complete highly complex clinical coding

These units from the Health Training Package (HLT07) meet industry requirements for clinical coding working in the health industry.

Date: 15 March 2007

Certificate No: 12345

Director

This Statement of Attainment is recognised within the Australian Qualifications Framework.

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or units of competency from nationally recognised qualification(s)/course(s).

Issued under the authority of the Victorian Qualifications Authority.



Provider No: NEW RTO developed skill cluster
Provider Logo

Statement of Attainment

This is a statement that

Jane Smith

has been assessed as having fulfilled the following requirements:

HLTCC301A	Produce coded clinical data
WRPDIS304A	Assist in dispensary administration

Date: **15 March 2007**

Certificate No: **12345**

Director

This Statement of Attainment is recognised within the
Australian Qualifications Framework.

A Statement of Attainment is issued by a Registered
Training Organisation when an individual has completed
one or units of competency from nationally recognised
qualification(s)/course(s).

Issued under the authority of the Victorian Qualifications
Authority.



**NATIONALLY RECOGNISED
TRAINING**



NEW ADDITIONAL INFORMATION – RTO developed cluster

On a separate page from Statement of Attainment and provided as additional information

Pharmacies R Us

(in partnership with Our RTO)

Proudly announces that Jane Smith has achieved 5 Star Status

Date: 15 March 2007

Signatures

P R Us Logo

Our RTO logo
5Star Logo

Other information can be added as determined by the RTO

Skill Set 1 - Example of text from consultation on a draft skill set

Target Group: Enterprise or workplace trainer (introductory)

This skill set is for: People who do workplace training within a defined workplace context eg a person who has technical or content knowledge and skills and who trains other staff in one or two units from a Certificate II in one or two Training Packages, as well as non-accredited training. The role may involve some coaching at individual or small group levels and assists candidates to gather their evidence.

The assumption is that compliance with Standard 7 of the AQTF is met through there being a qualified person within the enterprise RTO or within the RTO with whom the enterprise works and that the enterprise trainer is “under the direct supervision” of a person who has the competencies specified in standard 7.4 i of the AQTF and is able to demonstrate the relevant vocational competencies at least to the level of those being delivered*.

Units:

TAADEL301A Provide training through instruction and demonstration of work skills (enhanced to include an increased emphasis on coaching skills – see question 9)

TAAASS301A Contribute to assessment

TAAENV403A Ensure a healthy and safe learning environment

A new elective on presentation skills

Infection control

Target Group: This unit may be required to comply with regulatory requirements in some jurisdictions for work such as body piercing and tattoo work

Units:

HLTIN402B Maintain infection control standards in office practice settings

Pathway: This unit may be used as an elective in a range of qualifications

Suggested form of words for Statement of Attainment:

This competency unit from the Health Training Package (HLT07) meets industry standards for infection control in work in office practice settings

Health Training Package (endorsed)

Clinical Coding Skill Set

Target Group: Individuals wishing to gain a set of clinical coding skills to complement another health qualification

Units:

- HLTCC301A Produce coded clinical data
- HLTCC401A Undertake complex clinical coding
- HLTCC402A Complete highly complex clinical coding

Pathway:

These units provide credit towards HLT43207 Certificate IV in Health Administration

Suggested form of words for Statement of Attainment:

These units from the Health Training Package (HLT07) meet industry requirements for clinical coding work in the health industry

BSB (skill set not presently endorsed)

Board Member Skill Set

Target Group: This skill set is for individuals who are new to positions on boards of governance.

Units:

- BSBGOV401A Implement board member responsibilities
- BSBGOV402A Work within organisational structure
- BSBGOV403A Analyse financial reports and budgets

Pathway:

These units provide credit towards Certificate IV in Governance

Suggested form of words for Statement of Attainment:

These competencies from the Business Services Training Package (BSB07) meet the industry requirements for new board members.

Case Studies – RTO developed skill sets

Target group specific? Enterprise specific? Units packaged to meet specific needs?

Cross – industry skill sets

Examples of cross-industry skill sets?

Identifying skill sets in Training Packages

Phases of Training Package development or review

1. Review the industry
2. Research/information search, including asking RTOs what unit combinations are most commonly sought by enterprises and individuals.
3. Develop units, skill sets and qualifications
4. Validate units, skill sets and qualification

Skill sets in Training Packages will be developed in the same way as for other components.

Identifying skill sets at RTO level

What processes might be used to develop and or design skill sets for particular needs?

Other information I need to help implement skill sets

Best ways of getting this information to others?

Further Information

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